**Languages in Primary**

**6th May 2013**

**Lots of ideas….**

* Interactive whiteboard
* Laminated flashcards
* Number booklets
* Song books
* Storytelling books
* Make up their own number song
* Say numbers backwards and forward
* Noughts and crosses game for practising vocabulary
* Change of activities and positions - depending on time allocation. In order to maintain engagement and add variety
* Students create games e.g. Sudoku, word search pairs, crosswords, etc. In order to consolidate vocab and interact with other students
* Senior primary students create storybooks and read to junior primary students
* Incorporating cultural etiquette into classroom routines e.g. permesso? Avanti!
* In last few minutes think of a word/number. Kids need to guess by asking in TL what the word is (Repeat with correct pronunciations)
* Sock puppet app (ipad) to record dialogues. It’s free!!
* ‘Hatchi Patchi’ game. One child goes outside with designated question and needs to find child with correct answer. (i.e. “how old are you?” – kids may answer “blue” … but one will say “8”.)
* “On the bus” game: Children are seated in 2 (or more) rows with chairs – teacher at front with vocab flashcards. 2 kids at front of row must stand up. First with correct answer moves to back of row – others move along. Very fast paced!!
* Acrostic poems on theme – used as text assessment and can be used as a differentiated activity
* Website – [www.buildyourwildside.com](http://www.buildyourwildside.com) – in English can be used to describe oral/written task but → save creature and label in TL – great for differentiation
* Vinnies – buy bits and pieces. Students dress for weather in given time – then describe accessories (umbrella, sunglasses, hat, gloves, scarf, boots)
* Using scraps of paper with concertina folds x 4 x 6 x 8 – name / vocab / colours, teacher calls vocab and student tears off only outside strips until reach final square – Tombola, Loto
* Book – read story to describe body parts. ‘Va-t’en, grand monster vert’ – ‘go away, big green monster’

Teacher uses / scans pictures from book for grammar focus – colour code

* ‘Guess who game’

Strip Bingo Game

* 1 piece of A4 per pair torn in half lengthwise
* Each strip folded into 8
* Students write vocab I n 8 spaces
* Teacher calls vocab. Students can only tear off top or bottom words. Not if word is in middle
* When student has 2 words left and one is called, they say ‘LOTO’ and win

Ladder Game

* On whiteboard
* 2 teams
* 1st team to write correct word
* Keeps it
* Other team erases it

French

* YouTube Boucle d’or Mlle Matrat
* Pair and share – ‘Tell me what your friend said’
* Circle games – inclusion, versatile
* Cognates
* Charades and mime
* Class groupings – pick group name out of hat, e.g. green, blue
* Stories – use a known one
  + Series of activities
    - Flashcards – key vocab
    - Deconstruct story
    - Smartboard – sequence pics with vocab
    - Translate etc.
* Flip Books TL

|  |  |
| --- | --- |
| Dad ate an | Iift the page to read each sentence |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Apple | Cake | egg |  | ← cut out |

Linked to a story / reader

* Look back: Flash card game – Five children at the front of the class with 5 flash cards. They say ‘….’ In Japanese ‘look back’ then they change one card. The class has to guess which one has changed.
* Battle Ship Rules
* Role Play – teach the teacher then teach their parents
* Sleepwalkers – Act like sleepwalkers – repeating this word in target language. When the teacher gives them a word they wake up and go to that object.
* Bulls Eye – Board (with flashcards on) – Teacher calls the vocab and the 2 students need to hit the vocab with a ping pong ball or hackey sack.
* Arabic Teachers – [www.purposegames.com](http://www.purposegames.com) – click on the right picture and it tells you right or wrong.
* Songs – vocabulary and structure of sentences
* Felt backgrounds and characters for storytelling
* Role play the story characters in groups
* iPad – artmaker
* Cultural Activities, e.g. cooking for procedural language
* Class Monitor
  + Greetings (hello students, stand up, sit down ….
  + Roll calling by asking Qs in TL and kids answer
* Creating Mother’s Day cards for mums through computer and encourage them to tell mums ‘I love you’ in TL
* Teach classroom commands using actions. These actions can then be transformed into dance moves. Create a dance based on several sequences of these dance moves and put on the IWB. Students must follow along. Choose a fun song in the target language, preferably one that includes classroom command vocabulary, e.g. look, sit, listen, etc. Lots of fun!
* Classroom helpers / jobs
  + Q is written on paper stuck on wall / board
  + Students can request to be the helper, e.g. ‘can I clean the board’
* Cooking all children
  + At school: create a recipe, film, powerpoint, poster, etc.
  + Then children do it at home
* “Stuck in the mud” game
* Personal profile
* Students makes a poster with personal details
* Discipline ideas
  + 5 second rule
    - Teacher silently begins to raise one finger at a time
    - 1 finger = 1 minute of recess / lunch whole class
* Silent hand up
  + Teacher raises hand, all students quietly follow
* Clapping to a rhythm